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ABSTRACT

A description is given of the Oklahoma Leadership in Educational Administration (LEAD) project, a professional development program for state administrators which utilizes materials and methods developed by practitioners to meet needs brought about by state legislation for reform in education. The strength of the Oklahoma LEAD project lies in two areas: (1) the involvement of practitioners in the design of materials to be used by peers; and (2) the establishment of close working relationships with several groups in the state who deal with administrative preparation, certification, and professional development. Several instructional modules have been developed or are in the final stages of development. These include site-based school improvement, Oklahoma minimum criteria for effective teaching performance, supervision/evaluation, school discipline, student achievement, expectations, and research retrieval/application. The contents of the modules are outlined, and a brief overview of the LEAD project is presented. (JD)

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in
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A Comprehensive Statewide School Improvement Staff Development Plan Utilizing Practitioners

Now in the third year of operation, the Oklahoma Leadership in Educational Administration (LEAD) Project is implementing a professional development program for state administrators which utilizes materials and methods developed by practitioners to meet needs brought about by state legislation for reform in education.

The Oklahoma LEAD Project is an example of success in using research to design and implement training strategies for public school administrators and teachers. The Oklahoma Project applies concepts of quality circles by involving in the developmental process those who will use the end product. Practitioners from state public schools were selected to design instructional modules for use by peers. Consultants from the major comprehensive universities which deal with administrator preparation helped design a process to allow for the development of instructional modules by state administrative practitioners. Group strategies were used in all phases of development to insure the final product was appropriate to the population it is designed to help.

Strength of the Oklahoma LEAD Project lies in two areas: 1) the involvement of practitioners in the design of materials for use by peers, and 2) the establishment of close working relationships with several groups in the state who deal with administrative preparation, certification, and professional development. By working cooperatively, long range plans for the improvement of administrative skills can be coordinated. The Oklahoma LEAD Project has provided a common avenue of travel for the various groups in the state which work with state administrators.

Instructional Module Development

Several Instructional Modules designed to help Oklahoma Educators have been developed or are in the final stages of development. Using a developmental process designed by Oklahoma LEAD Project staff and consultants, practitioners have developed materials to help peers improve in their roles as instructional leaders.

Instructional modules developed or under development include:

Module I:	Site-Based School Improvement
Module II:	Oklahoma Minimum Criteria for Effective Teaching Performance
Module III:	Supervision/Evaluation
Module IV:	School Discipline
Module V:	Student Achievement
Module VI:	Expectations
Module VII:	Research Retrieval/Application

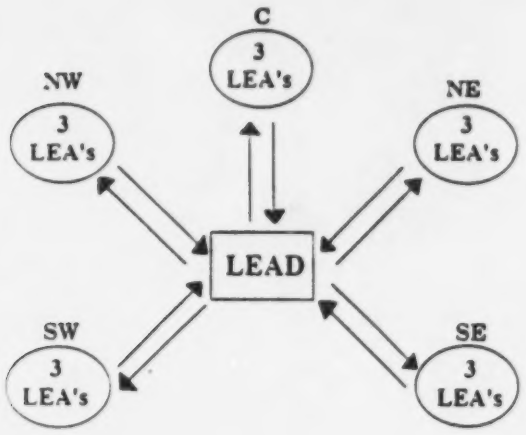
Site-Based School Improvement Instructional Module

The cornerstone to the LEAD Project instructional module program is the first module developed - - "Site-Based School Improvement". The module was developed for the Project by practitioners from the Norman, Oklahoma, Public Schools, University consultants, and the Oklahoma LEAD Project Director. The Module is designed around programs already tried, tested, and in place in the Norman, Oklahoma, Public School system. The basic form of this program has been used in the Norman system during the past several years.

Critical to the success of providing training in the initial module was a well designed plan for selection and recruitment of potential trainers. It was decided that no more than fifteen potential sites should be selected to provide a base of trainers for the initial module. The sites were carefully selected to assure trainers would be available in all geographic regions of the state.

A great deal of emphasis was spent on the planning process. A visual describing the relationship between the LEA (Local Education Association) and Project LEAD was developed.

Project LEAD Pilot Sites



LEA = Local Education Agency

The initial planning process focused on phases. Items discussed at each phase follow.

Phase Objectives

Phase 1

What do we want next ?

1. Identify three districts in each area to pilot Module 1 concepts
2. Identify administrators in districts to be trained
3. Train master trainers (who can in turn train other administrators to use Project methods and materials
4. Design an evaluation process which determines if Project LEAD makes a difference
5. Publicize Project pilot activities

Phase 2

What is needed - What needs to be done?

1. Develop Local Education Agency selection criteria
2. Identify module concept trainers
3. Identify master training site
4. Develop training materials
   a. Select/develop and organize training content
   b. Select/develop and organize learning experiences
   c. Select/develop and organize training evaluation
5. Determine participation of SDE personnel assigned to different quadrants
6. Train master trainers
7. Develop timeline for pilot project activities

Phase 3

LEA Selection Criteria

1. Desire for innovation (change)
2. Desire to be a leading LEA in Oklahoma
3. Willing and able to commit resources to the LEAD Project
   a. Provide release time for selected administrators
   b. Staff development time committed to Project LEAD
      (Site-Based School Improvement) Professional Day Linkage
4. Willing and able to be future training site for other LEA's
5. Willing and able to release master trainers to train administrators in other LEA's
6. Administrative staff willing, able, and desirous of participating in LEAD training project.

Phase 4

LEA Commitment/Responsibilities
Pilot Training - Year Two

1. Commit human resources, fiscal resources (limited), physical facility\ to LEAD Project training
2. Provide training release time for administrators (14 days x 8 hours day) = 112 hours (initial estimate)
3. Provide site for Project LEAD demonstration purposes
4. Provide release time for those trained (master trainers) to train others
5. Provide travel and per diem expenses

Phase 5

Master Trainer Trainee Commitments

1. Train during pilot year - implement following year
2. Use LEA as Laboratory

   < Administrator training effect on faculty
   < Faculty is extension of training

Site-Based School Improvement Activities

- Try with faculty (how did it go)
- Evaluate while in progress
- Coaching
- Transfer of concepts becomes part of training

Site-Based School Improvement

Mission Statement
Assessment (Where are we?)
Goals (Want to be)
Concerns (Constraints) - CBAM

Project LEAD commitments were also delineated for all prospective training sites.

Project LEAD Commitment/Responsibilities

1. Identify potential LEA's for Project LEAD pilot and encourage their participation (Develop "road show" to sell project)
2. Provide the master trainers training sites
3. Develop training methods and materials
4. Provide a training materials "kit" for each master trainer
5. Provide central pilot training site and project publicity
6. Provide follow-up resource personnel and materials assistance
7. Train master trainers
8. Schedule and prepare follow-up seminars at a central site for all master trainer trainees and Project LEAD consultants.
9. Schedule and prepare follow-up seminars at quadrant LEA sites for participating LEA's and Project LEAD consultants
10. Develop a base-line data collection instrument for participating LEA's - (where are they prior to training)

After plans were made, letters were written to prospective sites which asked of interest of the selected districts to become part of a program to train trainers for school improvement. All sites which indicated a positive response were visited by the Project Director and University consultants to discuss the relationship described above. The initial visits to prospective sites involved many hours on the road for short meetings. However, the meeting on home turf of those interested in the training program was deemed to be a key to successfully involve the potential site into the process. Of the fifteen original sites selected to meet the initial criteria, twelve sites opted to become involved in the training. After considering additional sites to meet the limit of fifteen sites for training, the Project Director and consultants decided to drop the original number of sites desired to the twelve sites who wanted to be involved and increase the number of participants from the sites who could be involved. By dropping the number of sites to twelve, it was possible to have five representatives from each site trained as trainer's instead of the number of four.

After the trainers had been through the five day, four evening sessions of training, they were asked to provide "Awareness Activities" at their sites. The "Awareness Activities" they were to provide were similar to four "Awareness Activities" provided by Project LEAD at regional universities prior to the selection of trainers. By requiring a short sharing session with neighbors the trainers were able to get their first taste of training others in some of the components of the entire module. Planning again was a crucial step in the process. The following outline was used at all sites to plan the "Awareness Activities" with administrative teams.

Planning Sessions for 1989 Schools Involved in LEAD Site-Based School Improvement Training

INTRODUCTORY REMARKS

1. Desire to stay on task
2. Desired outcomes of meeting:
   a. totally planned site awareness workshop
      1) who to invite, when to have workshop, where to have workshop, etc.
   b. understanding that purpose of workshop is "hook" participants for next year (1989-90) session
   c. identify districts to be involved

MAJOR TOPICS TO BE COVERED

WHO:

1. To Invite
   a. Is responsible for invitation (Preferably Supt. to Supt.)
      phone
      letter
   b. When to invite, by whom (Colleague to Colleague)
2. Contact local papers
   a. notify about planning session
   b. notify about awareness activity

WHERE

1. Time and Place for activity (Hold where training will be held?)
   a. Refreshments?
   b. Introductory remarks by whom? (Supt)

WHEN

1. Date
2. Time Frame of Workshop
   a. identify content
      1) team involvement, all members do something
      2) identify scope and sequence of content
         (discuss previous workshops, materials)
   b. organize and sequence content
   c. identify learning experiences
   d. organize and sequence learning experiences
   e. determine evaluation of workshop

OTHER

1. Notify other state media
   a. State Department
   b. CCOSA
   c. TV Stations
   d. have camera with black and white film
2. Prepare other material needed
   a. Handouts listing other pertinent information
      1) list of other modules
      2) informational brochure

After providing "Awareness Sessions", each site was asked to host a three day training session for neighboring districts during the next year. By using the trainer of trainers process, fifty-five trainers trained an additional 205 administrators from 62 districts.

The training package developed for dissemination and training includes a Trainers Manual which allows for the Training-of-Trainers in the concepts of site-based school improvement, a Participant's Training Manual, and a Participant's Activities Book. The time taken to train the initial group of "Trainers" involved five days and four evenings of activities. Follow-up meetings and practice training sessions in the form of "Awareness Activities" were also scheduled to help those trained make the transition to become "Trainers'". "Trainers" were provided hands on experiences in the following areas:

1. **Cooperative Processing**
   Cooperative Processing is a tool for administratoors to use with staffs to facilitate participation and communication in problem solving and planning.

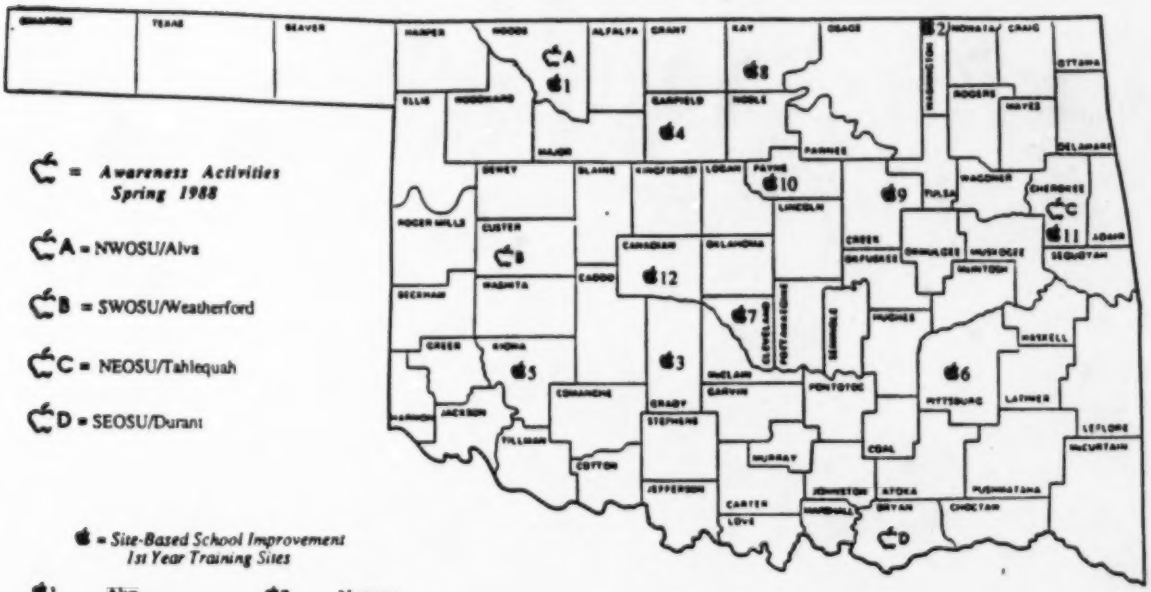
2. **Collaborative Planning**
   Collaborative Planning is a rational process that allows a school district or individual school to develop a vision or mission, goals, and plans that will move it from where it is to where it wants to be.

3. **Profiling**
   Profiling is a process which allows a school staff too examine pertinent data concerning teaching and learning; a school profile is a comprehensive "picture" of the school.

4. **Development of a Site Plan**
   A Site Plan is a school improvement plan that outlinees the mission of a school and the action that will be taken to reach the specific goals and objectives targeted in the plan. The research, tools strategiess, concepts, and models presented in sessions relating to the areas listed aboove will be applied to the development of a site plan for school improvement.

Fifty-five participants from twelve school districts,, representing forty-three separate school sites were trained as "Trainers" in the initial round of Oklahoma Project LEAD training. Most of those districts provided regional training sites for a second round of training by their "Trainers". Each district site involved in the second round of training held an "Awareness Activity" designed and presented by their staff members who had received LEAD training. Follow-up sessions were held with each site to provide a continual base of support. Neighboring schools were identified and selected for training by regional "Trainers" and dates selected for the training at each site. The second round of training by "Trainers" has now been completed. The ripple has started across the state of Oklahoma.

Site-Based School Improvement Training Network



Description of the Modules

Module 1

Site-Based School Improvement

The Site-Based School Improvement module provides a process to work toward school improvement by involving staff members at each site into decision-making about the improvement of teachers and learning.

A brief outline of the model used is listed below. The training module currently consists of two days of training.

Cooperative Processing

A tool for administrators to use with staffs to facilitate participation and communication in problem solving and planning. Four basic components are:

1. Response
   a. Forced Participation - - In Turn
   b. No Domination
2. Clarification
   a. No Debate or Discussion
   b. Clarified only by the person who submitted the statement
3. Discussion
   a. Pro Discussion
   b. Con Discussion
4. Decision Making
   a. Clear out Voting
   b. Weighted Voting

Collaborative Planning

A process that allows a school district to develop a vision or mission, goals, and plans that will move it from where it is to where it wants to be.

1. Examine beliefs
   a. Examine the beliefs of participants about teaching and learning
2. Mission Statement
   a. Teach a Process to use to develop a Mission Statement based on the beliefs of the individuals in the organizational boundaries.

Profiling

A process which allows a school staff to examine pertinent data concerning teaching and learning; a school profile is a comprehensive "picture" of a school.

1. A Process to examine hard data relevant to:
   a. School Climate
   b. Attendance
   c. Discipline
   d. Community Involvement
   e. Student Achievement
   f. Other pertinent data
2. A Process which enables one to relate data to the Mission Statement of the school.

Development of a Site Plan

A site plan is a school improvement plan that outlines the mission of a school and the action that will be taken to reach the specific goals and objectives targeted in the plan. The research, tools, strategies, concepts, and models presented in the earlier session will be applied to the development of a site plan for school improvement.

1. Goals based on analysis of Strengths and Weaknesses from School Profile.
   a. Maintenance Goals
   b. Improvement Goals
2. Selection of appropriate activities to support goal achievement
3. Assignment of positions of responsibility
4. Establishment of timeline for completion of activities
5. Methodology of Evaluation
6. Determination of needed support/monitoring system
7. Other decisions determined team members

Materials available

Trainer's Manual	5 day version	Trainer's Manual	2 day version
Trainer's Manual	3 day version	Participants Manual	2 day version
Participants Manual	3 day version		

Module 2

Identifying and Utilizing the Oklahoma Minimum Criteria for Effective Teaching and Administration

A landmark bill for education was passed in 1985 by the 40th Oklahoma Legislature. The most significant bill, House Bill 1466, has changed the process for evaluating Oklahoma common school teachers and administrators. Up until that time the statutes required each Board of Education to retain a written policy of evaluation for their staff (teachers and administrators). With the passage of House Bill 1466 those individuals designated by the local board to conduct the personnel evaluation are now **required** to participate in State Department of Education *training*.

The policy now in effect is based on **minimum criteria** developed by a committee process and approved by the State Board of Education. Performance indicators for both teachers and administrators are research based from effective schools. Although it is not limited to the established criteria, the evaluation policy of each school district must include THE criteria. Many schools add whatever measures are deemed appropriate to meet the identified needs.

A brief outline of the module is listed below. The trainers module currently consists of two days of training.

Review of Criteria

Watch Video Segments and Identify Criteria
- Identify Criteria
- Value Judgements
- Weaknesses

Lesson Plans and Grades
- Evaluate examples of plans and grades

Materials available

Trainer's Manual
Participants Workbook
Transparency Masters

Module 3

Supervision/Evaluation

A brief outline of the module is listed below. The module is in first stages of completion and will be piloted in January 1991. It is currently in a two-day format.

Principal's Role

- Statutes
- Policies
- Oklahoma Minimum Criteria

Relationship Between Supervision/Evaluation
Classroom Observation Techniques and Models
Motivational Strategies
Communication
Plan for Improvement

Materials available

Trainer's Manual
Participants Workbook
Transparency Masters

Module 4

Discipline

A brief description of the module is listed below. It is currently in a one day format.

The School Discipline workshop is a comprehensive set of interrelated objectives built around an active, hands-on format. Through team competition, the activity fosters participation by eliciting knowledge and understanding of elements that influence and control human behavior.

Participants are exposed to lecture, graphic presentations, video tapes, as well as extensive workbook gaming. The instruction brings the participant to an awareness of current literature that culminates in the hands-on construction of both a personal ideal school philosophy and discipline policy. In addition, the effort team members expend on task will reflect their personal discipline profile at the conclusion of the program.

The module is built around six proven theories of discipline. These include the models of: Redl & Wattenburg; Kounin; Ginott; Glasser; Dreikurs; and Canter. These models explore the concepts of group management; teacher awareness; situational confrontations; sane messages; individual choices; goal identification; and assertive discipline. The models are studied to identify their individual strengths and also to analyze their common bonds.

All activities and projects inclusive in this model are designed to help the practitioner/administrator better understand and recognize the behavioral tendencies and motivations of individuals. By comprehending and anticipating these characteristics, the school teacher/official has a tremendous advantage in guiding activities and establishing meaningful policy.

Materials available

Trainer's Manual
Participants Workbook
Transparency Masters
Readings Manual

Module 5

Student Achievement

The Student Achievement module currently consists of a review of the Cooperative Processing portion of the Site-Based School Improvement module, and additionally reviews how to put together a written analysis of student acknowledgements. It is available in a one-half to one day format.

Materials available

Trainer's Manual

Module 6

Expectations of Staff & Students

The Expectations module is designed to provide trainers the concept to address the areas listed below. It is in the first stages of completion and is to be piloted in January 1991. It is being designed for a one day format.

Leadership Style

Conflict Resolution

Communication

Motivation

Module 7

Research Retrieval & Application

This module is still under development for a video module. The module addresses the items listed below. It is currently planned for a 30 minute video presentation.

Uses of Research

Sources of Information

Examples of Materials & How To Use Them

The Present Plan

The training of trainers approach to providing a pool of staff development trainers across the state proves to be a valuable asset. The support base and enthusiasm provided by the trainers of the first module have allowed methods and materials to be shared on a large scale.

Currently, however, trainers are being trained in small groups and individually for the remaining modules being used in the state. The same basic process used for the original training of trainers has been modified to provide similar experiences - materials must be learned, presented with feedback and then presented in entirety. The practice with feedback steps for all trainers trained is critical.

Another change in the original format for training originally developed concerns the locations where activities are being provided. Originally the training done by trainers was held at a school site of the participating district. Now, Professional Development Centers located strategically around the state are being utilized as training sites. The original intent to involve practitioners at their home site was a valuable tool to spotlight districts and capitalize on the Hawthorne effect. Now, strategically located sites with full time professional directors are being utilized. The Professional Development Centers are able to capitalize on a pool of already established trainers to help them provide low cost quality staff development programs to neighboring sites.

A minimum of five days of training is being provided at each Professional Development Center. The United States Department of Education, through funding provided by the Federal LEAD Projects funds and Chapter 2 School Improvement, provides all expenses to cover the cost of the workshops.

Another activity utilized last summer and planned for 1991 summer, is the Summer Leadership Institute for School Improvement which allows for 20 teams of 5 persons each to attend a week long Institute at one of the State Lodges. The week's activities focus on group effort toward the school improvement process. The networking and camaraderie which came from the first institute has proven to be valuable.